

First Read

A Celebration of Grandfathers

OBJECTIVES

1. Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.
2. Practice defining vocabulary words using context.
3. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.

CA ELA Common Core Standards:

Reading: Informational Text - RI.8.1, RI.8.4, RI.8.10

Writing - W.8.7, W.8.10

Speaking & Listening - SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d, SL.8.5, SL.8.6

Language - L.8.2c, L.8.4a, L.8.4b, L.8.4d, L.8.6

CA ELD Standards:

Collaborative - ELD.PI.8.1.Em, ELD.PI.8.1.Ex, ELD.PI.8.1.Br

Interpretive - ELD.PI.8.5.Em, ELD.PI.8.5.Ex, ELD.PI.8.5.Br, ELD.PI.8.6.a.Em, ELD.PI.8.6.a.Ex, ELD.PI.8.6.a.Br, ELD.PI.8.6.b.Em, ELD.PI.8.6.b.Ex, ELD.PI.8.6.c.Em, ELD.PI.8.6.c.Ex, ELD.PI.8.6.c.Br, ELD.PI.8.7.Br

Productive - ELD.PI.8.11.a.Em, ELD.PI.8.11.a.Ex, ELD.PI.8.11.a.Br

Expanding & Enriching Ideas - ELD.PII.8.4.Em, ELD.PII.8.4.Ex, ELD.PII.8.4.Br, ELD.PII.8.5.Em, ELD.PII.8.5.Ex

TIME

30 minutes

MATERIALS

StudySync First Read lesson on "A Celebration of Grandfathers"

StudySync Speaking & Listening Handbook

StudySync Access 1 handout (Emerging)

StudySync Access 2 handout (Expanding)

StudySync Access 3 handout (Bridging)

StudySync Access 4 handout (Approaching)

Grammar Handout: Possessive Forms

OVERVIEW

The essay "A Celebration of Grandfathers," by Rudolfo Anaya, discusses what he has learned from his grandfather and other *ancianos*—elderly people—within the context of the Mexican-American community and its history and culture. The First Read gives students the opportunity to experience the text with a limited context.

Access Complex Text

In his essay "A Celebration of Grandfathers," author Rudolfo Anaya explores the contributions of the *ancianos*—"the old ones"—and the need for society to respect the elderly and the process of aging. In the first part of the essay, Anaya shares memories of growing up among the *ancianos* of the Rio Grande. He recounts the respect for culture, strong faith, wisdom, willingness to cooperate and contribute to the social fabric, and respect for the land that these old ones possessed. Anaya devotes much of the essay to memories of his grandfather, carrying the old man's story through to his death at ninety-four, transformed by crippling pain and a crumbling body. By praising his grandfather and recounting his death, Anaya highlights both the contributions the elderly make to society and the danger of romanticizing old age. To help students uncover the deeper meanings of the

essay, use the following ideas to provide scaffolded instruction for an initial reading of the more complex features of this text:

- **Connection of Ideas** – Anaya combines a remembrance of his childhood, a commentary on the values his grandfather's generation, and a critique of modern societal values in his essay. Students may need help seeing how these three perspectives work together to deliver Anaya's central ideas.
- **Specific Vocabulary** - The author uses many Spanish words, such as *abuelos* and *abuelitas*, *ancianos*, and *curandera*, that are not translated. Non-Spanish speakers will need to use context clues, the assistance of Spanish speakers, or Spanish–English dictionaries to determine meanings.
- **Prior Knowledge** – Anaya makes many geographic references to the Rio Grande region and many cultural references to his Mexican heritage. Some students may lack sufficient background to understand these references without assistance.
- **Organization** - The essay lacks any internal structure other than paragraphs. Given the length of the essay, some students may be challenged by the lack of headings to help organize or highlight Anaya's ideas.

1. Introduction

Core Path	Access Path
<p>Read and Listen. Individually or as a class, read and listen the Introduction for "A Celebration of Grandfathers." The introduction provides context for this essay.</p> <p>CA CCSS: RI.8.10; SL.8.2</p>	<p>ELD All Levels & Approaching Read and Discuss. Ask students to read the introduction for "A Celebration of Grandfathers." Have them refer to the Introduction Glossary on their Access 1, 2, 3 and 4 handouts for definitions of key vocabulary terms. If there are unfamiliar words that are not included in their glossary, encourage students to check a dictionary or online reference tool, like http://tinyurl.com/3qe7. Have small groups discuss the introduction and the title of the essay. Call on groups to share their thoughts.</p> <p>CA ELD: ELD.PI.8.1.Em, ELD.PI.8.1.Ex, ELD.PI.8.1.Br; ELD.PI.8.6.c.Em, ELD.PI.8.6.c.Ex, ELD.PI.8.6.c.Br</p>
<p>Build Background. In pairs or small groups, ask students to use devices to research different aspects of Mexican-American farm life, particularly before machines revolutionized farming everywhere. Assign each group a topic to investigate:</p> <ul style="list-style-type: none"> • old ("pre-machine") farming practices • climate of the American Southwest • pueblos and adobe structures of this area • the role of grandfathers in traditional Mexican American communities <p>Have students present their information using visual aids if possible. If you are in a low-tech classroom, you can provide photocopies of sources on subsistence farming and architecture of the American Southwest.</p> <p>Finally, have students discuss their responses to this</p>	<p>ELD All Levels & Approaching Build Background. Display the watercolor painting "New Mexico Mountain Landscape, Taos" (1947) by Agnes Martin: http://tinyurl.com/ly2u59a. Discuss this painting with students. What do they see? What qualities would those who live in such a rugged place have? What kinds of feelings do they experience from viewing this painting? Based on students' answers, make a list of adjectives and emotions. Then, have students form groups to research the different aspects of Mexican-American farm life. Give groups time to research their assigned topics. After students have researched, call on groups to discuss their findings. Then, ask how the "New Mexico Mountain Landscape, Taos," painting relates or connects to their topic.</p> <p>CA CCSS: W.8.7; SL.8.1c</p> <p>CA ELD: ELD.PI.8.1.Em, ELD.PI.8.1.Ex, ELD.PI.8.1.Br;</p>

<p>way of life. Why might it be important for people in the United States still to remember it?</p> <p>CA CCSS: W.8.7; SL.8.1c, SL.8.5</p>	<p>ELD.PI.8.6.a.Em, ELD.PI.8.6.a.Ex, ELD.PI.8.6.a.Br</p>
	<p>Extend Explore the Authentic Life. This essay explores the elements of the lives of elderly people that make their lives authentic—that is, genuinely connected to important values. Have students consider their own lives or lives of people whom they know very well. Encourage them to explore the authenticity of the lives chosen, either in a class discussion or in some reflective writing. Consider questions such as these:</p> <ol style="list-style-type: none"> 1. What values are most important to you? Can you think of a decision you've made on the basis of that value? 2. What activities do you do that tie in with the things that really matter in life? 3. What have you learned from others? What have you taught others? <p>CA CCSS: W.8.4; SL.8.1c</p>

2. Read

Core Path	Access Path
<p>Make Predictions About Vocabulary. There are five bold vocabulary words in the text. As students read the text, ask them to make predictions about what they think each bold vocabulary word means based on the context clues in the sentence. If you are in a low-tech classroom and students are reading from printed copies or a projected text, ask students to record predictions in their notes, so they can be easily referenced in class. If your students have access to technology, they can use the annotation tool to make their predictions.</p> <p>It might be helpful to model this for students before they begin reading. Either using the board or projecting the actual text, focus in on the sentence that uses the word "authentic":</p> <ul style="list-style-type: none"> • Today we would say that the old abuelitos lived authentic lives. <p>Model for the class how to use the overall structure and meaning of the sentence and the sentences around it, the word's position, and other clues to define the unfamiliar vocabulary word. In this case,</p>	<p>Note: This exercise, which extends vocabulary instruction, should be completed when the class shifts from whole group instruction to individual work during the "Read and Annotate" exercise below.</p> <p>Emerging, Expanding & Approaching Pair Practice.</p> <ol style="list-style-type: none"> 1. Pair Emerging, Expanding, and Approaching students with more proficient readers. 2. Give them an additional sentence that contains a new vocabulary word. 3. Ask the Emerging, Expanding, and Approaching students to complete a Think Aloud using the teacher-led Make Predictions about Vocabulary activity as a model, while the more proficient reader actively listens. 4. The Emerging, Expanding, and Approaching students should use the context clues in the sentence to try to determine the meaning of the new vocabulary word. 5. After the Emerging, Expanding, and Approaching students have completed the

point out these context keys:

1. Look at the structure of the sentence. What is the first word? The sentence is about life and the process of living it; therefore, "authentic" is describing the whole of someone's life, not some small part of it. The word is often used to mean that something, like a painting or an antique, is not fake—that it is what someone says it is. So, we have to decide how a person's life can be not fake and what someone says it is.
2. We can also see that the essay describes the things that the abuelitos did during their lives, so we have to characterize these things to judge them real or fake.
3. The author tells about the abuelitos praying to the source of life and speaking few words plainly. He says that they celebrated during good times and kept these traditions going through the generations. We can assume that these people lived honestly and helped each other. That idea must be at the heart of "authentic"—living a life that honestly reflects the values that matter to a person the most.

Remind students that they can verify the preliminary determinations of word meanings using a dictionary.

CA CCSS: RI.8.1, RI.8.4; L.8.4a, L.8.4d, L.8.6

Think Aloud and made a prediction about the word's meaning, allow time for the more proficient reader to add his/her own thoughts and clarify any points of confusion.

6. Once they've completed this Think Aloud, encourage them to use a dictionary to confirm the definition of the new vocabulary word. Have them refer to the Text Glossary on their Access 1, 2, and 4 handouts for definitions of key vocabulary terms in the text. Encourage them to add any additional vocabulary words or idioms they find in the text and look up definitions for those words and idioms online or in a dictionary.

CA CCSS: L.8.6

CA ELD: ELD.PI.8.1.Em, ELD.PI.8.1.Ex; ELD.PI.8.5.Em, ELD.PI.8.5.Ex, ELD.PI.8.6.c.Em, ELD.PI.8.6.c.Ex

Model Reading Comprehension Strategy. Before students begin reading, model the reading comprehension strategy of Asking and Answering Questions by using this Think Aloud that talks students through the first two paragraphs of text. First, explain to your students that asking and answering questions is:
checking your understanding by approaching a text with questions and developing new questions—then reading (or rereading) carefully to answer those questions with textual evidence.

Explain to students how asking and answering questions will help them better comprehend the selection and help drive their discussions.

- When I read the first paragraph, I see that a greeting passed from the author to his grandfather is a cultural value passed from generation to generation.
- In the second paragraph, I see that the author believes the old people are strong in their beliefs and that he learned important things from them by listening as they lived together.

Note:

This exercise, which extends vocabulary instruction, should be completed when the class shifts from whole group instruction to individual work during the "Read and Annotate" exercise below.

Emerging & Approaching

Apply Reading Comprehension Strategy.

Ask students to read the first six paragraphs of the text. Have students note the questions they have about this portion of the text using the annotation tool. Then, in small groups, have students ask and answer each other's questions. Have students take down the answers to their questions. Visit groups to discuss the importance of asking and answering questions. Ask how this reading comprehension strategy helps to better understand the text. Remind students that they can check their initial answers after reading the full text. If needed, have Expanding and Bridging students do this exercise as well.

CA CCSS: SL.8.1b

CA ELD: ELD.PI.8.1.Em; ELD.PI.8.6.a.Em,

- I can check my understanding by asking questions. I might ask, "What values were important to these people?" My answer would be this: "They valued nurturing the earth, cooperation, and respect for each other."
- I have additional questions, too. What did the old people have to share? What is the wise path of life that the author mentions, and why do the young listen? I'll read to find the answers to those questions—and I may ask and answer more questions as I go along.

CA CCSS: RI.8.1, RI.8.10

ELD.PI.8.6.b.Em

Read and Annotate. Read and annotate the excerpt. Ask students to use the annotation tool as they read to:

1. use context clues to analyze and determine the meaning of the bolded vocabulary terms
2. ask questions about passages of the text that may be unclear or unresolved
3. identify key information, events, individuals, and ideas and make connections between them
4. note unfamiliar vocabulary
5. capture their reactions to the events in the text

CA CCSS: RI.8.1, RI.8.4, RI.8.10; L.8.4a

Emerging

Coach the Reading. While other students read, annotate, and discuss the text independently, work with Emerging students. Read the text aloud and pause periodically or when any student has a question. Coach students in articulating their questions for the group and in highlighting and annotating the text. Have students use the Annotation Guide on the Access 1 handout to support them as they highlight and annotate the text.

For further support, ask questions about the text such as:

- Is there anything about the excerpt that you don't understand?
- Who are the people Anaya talks about most? How can you tell they are important to him?

CA ELD: ELD.PI.8.5.Em, ELD.PI.8.6.a.Em, ELD.PI.8.6.b.Em; ELD.PI.8.11.a.Em

Expanding

Group Reading. In small groups, have students read text aloud. Encourage groups to use the definitions on the Access 2 handout to help them with words or idioms that may be unfamiliar. If students need help with annotating the text, have them use the Annotation Guide on the Access 2 handout.

CA ELD: ELD.PI.8.5.Ex, ELD.PI.8.6.a.Ex, ELD.PI.8.6.b.Ex; ELD.PI.8.11.a.Ex

Bridging

Pair with Proficient Peers. Have Bridging students work with English proficient peers to read, annotate, and discuss the text. Have students use the Annotation Guide on the Access 3 handout to support them as they highlight and annotate the text. Encourage them to listen to the audio of the text if

needed.

CA ELD: ELD.PI.8.1.Br; ELD.PI.8.5.Br, ELD.PI.8.7.Br; ELD.PI.8.11.a.Br

Approaching

Use the Annotation Guide. Have students use the Annotation Guide on the Access 4 handouts. Encourage students to use the Text Glossary if there are words of idioms they don't understand. After working with the Emerging students, you may wish to check this group's progress and provide support as needed.

CA CCSS: RI.8.1

Discuss. In small groups or pairs, have students discuss the questions and inferences they made while reading. Have them also note any new vocabulary. Make sure students follow the rules of collegial discussions.

1. What lessons about life do the abuelitos teach? How does asking and answering questions help you understand what the author is saying? (He mentions that the abuelitos worked the earth as farmers and learned to nurture and bring young things along so that they survived. This is a lesson in life. The abuelitos also share some of the wisdom they have gained when they say things such as "Know where you stand." Asking and answering questions helps us understand what the author is saying because we are able to break down the text piece by piece and talk about the author's meaning.)
2. Why do the young people listen to the abuelitos? (The author explains that the daily struggle of life demands cooperation, so everyone has to work with each other. That means listening to what the older people have to say.)
3. What was the effect of young and old people working together? How does asking and answering questions help you understand the effects of cooperation? (When everyone contributes to the common good, everyone earns respect from each other because everyone has pitched in equally and has shared to make life better for everyone.)

CA CCSS: RI.8.1; SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d, SL.8.6; L.8.6

Grammar, Usage, Mechanics. Distribute the StudySync handout on spelling possessive forms. Review with students the use of possessive forms as explained in the handout. Then have students complete the practice exercises. (Answers for the practice exercises appear at the end of this lesson.) Finally, encourage students to apply what they have learned by analyzing the use of possessives in "A Celebration of Grandfathers." Have students read paragraph 32 of the selection (third to last of the entire text). Then ask students:

1. What types of possessive words do you see, and what forms do they take, in paragraph 32?
(possessive singular nouns (grandfather's), possessive plural nouns (uncles'), and possessive personal pronouns (my, his))
2. How are the possessive forms indicated?
(possessive singular nouns are indicated with an apostrophe + "s"; possessive plural nouns are indicated with only an apostrophe after the "s"; possessive personal pronouns have no apostrophe, but their form changes to indicate ownership)
3. Identify the examples of different types of possessive nouns in the text and explain how they are formed. (possessive singular noun: *grandfather 's* ; possessive plural noun: *uncle s'* ; possessive personal pronouns: *my* (possessive of *I*), *our* (possessive of *we*); *his* (possessive of *he*)
4. Why is the possessive form important to this essay? (Because the essay is about someone's grandfather, it is very much about family and heritage; possessives indicate a familiarity to and relationship with the author's grandfather as well as his grandfather's community and environment, not to mention his entire extended family.)
5. How does the possessive form help to communicate a sense of belonging and inherited traits or actions in the selection? Support your answer with evidence from the text. ("I drove by my grandfather's home, my uncles' ranches" shows that the author's entire family has come from this area and he feels just as connected to it; "As I plow and plant my words, do I nurture as my grandfather did in his fields and orchards?" The author feels a sense of shared purpose with his grandfather, feels that, even though they are leading different lives, their lives are somehow similar, intertwined, that his grandfather's example has influenced him.)

ELD All Levels & Approaching

Mechanics. Have students pair with more proficient students to complete the activity.

Have students use the Mechanics activity on the Access 1, 2, 3, and 4 handouts for further practice with possessive nouns.

CA CCSS: L.8.4a, L.8.5b

CA ELD: ELD.PII.8.4.Em, ELD.PII.8.4.Ex, ELD.PII.8.4.Br

<p>CA CCSS: L.8.2c</p>	
	<p>Extend Identify Parallel Structure. Use the Audio Text Highlight tool to help students identify and label different types of parallel structure the author uses.</p> <ol style="list-style-type: none"> 1. Ask students to read paragraph 24, which begins, "A new time did come, a new time is here." Have them label phrases that have a repeating (or similar) structure. Include the first sentence of the next paragraph— "He was a man; he died"—and label it, as well. 2. As a class or in small groups, discuss: <ol style="list-style-type: none"> a. What do you notice about the author's writing style? b. Are certain forms or structures of sentences repeated or similar? c. How does the author use parallel structure to convey meaning? d. How do you think these parallel structures affect the reader? <p>Remind students that as they read using the Audio Text Highlight tool they can pause, repeat, or slow down the audio at any time.</p> <p>CA CCSS: RI.8.5</p>

3. Think

Core Path	Access Path
<p>Answer and Discuss. Have students complete the Think questions and then use the peer review instructions and rubric to complete two peer reviews. Refer to the sample answers at the end of this lesson plan to discuss responses with your students. Remind students to come to the discussion prepared, to pose questions, respond to new information, and to listen to the ideas of others.</p> <p>CA CCSS: RI.8.1; W.8.10; SL.8.1c, L.8.4a, L.8.4b, L.8.6</p>	<p>Emerging & Expanding Sentence Frames. Have students use the Sentence Frames exercise on the Access 1 and 2 handouts to support their responses to the Think questions. If necessary, distribute sentence frames to Bridging students as well.</p> <p>CA ELD: ELD.PI.8.6.b.Em, ELD.PI.8.6.b.Ex; ELD.PII.8.5.Em, ELD.PII.8.5.Ex</p> <p>Approaching Find the Evidence. Have students use Find the Evidence exercise on the Access 4 handout to help them identify the evidence needed to answer the Think questions.</p>

Extend

Write a Set of Rules. Ask students to write a set of rules for living an "authentic" life, such as what the author's grandfather might have dictated. Students should use the lessons mentioned in the essay as well as others taken from the descriptions the author has provided. Once students have written their rules, ask them to read the rules to a small group of their peers. Encourage groups to compare and contrast the rules and to determine which rules were given most often.

CA CCSS: W.8.4; SL.8.1a, SL.8.1d

Answer Key

2. Read

Mechanics Handout – Spelling Possessive Forms:

Exercise A: Spelling Practice

1. radius's
2. helix's
3. alumnae's
4. discoveries'
5. radii's
6. discovery's
7. alumna's
8. helices'
9. yours
10. theirs

Exercise B: Spelling in Context

1. radius's
2. radii's
3. alumna's
4. alumnae's
5. discovery's

Mechanics (ELD All Levels & Approaching)

girls	fathers	people's
yours	girls'	teacher
fish	dog's	him
mother	its	mother's

teacher's

people

automobile

1. Is that my glass of lemonade, or is it **yours**?
2. Put the toy bone back on the **dog's** bed, please.
3. This book is my **mother's** favorite, so my father told me to be careful with it.
4. If you goof off in class, it will not improve the **teacher's** opinion of how hard you are working.
5. It is interesting to watch that little ant trying to carry a big crumb back to **its** anthill.
6. The vote showed that most **people's** opinion is that our town should have a playground.
7. The **girls'** loud laughter caused other people in the ice cream parlor to turn and stare at their table.

3. Think

Sentence Frames (Emerging & Expanding)

Question	
1.	Paragraphs 3 and 4 help me understand that the ancianos are older people or grandparents . I know this because the author describes them as people he learned from and remembers them as people who had " something important to share with the young."
2.	In paragraph 4, the author says that the old ones shared work and what they had when times were hard . It helps me understand the idea of sharing to them when he says that they had to share in order to survive .
3.	Anaya describes his grandfather as having a beard and a mustache like a walrus on his face, and writes that when he was a child he thought his grandfather was a giant . One example of Anaya's grandfather's behavior that really shows me what he was like is " he spoke, in short phrases, to the point" because it convinces me that he was a wise man who only said what was necessary .
4.	The fact that Paragraph 8 mentions the high northern villages and the lonely ranches on the open llano helps me understand that pueblo is a place where people live .
5.	The phrase "the neglected adobe washing down into the earth from whence it came" helps me understand the meaning of the word adobe because it shows me that the buildings were made out of something natural that came from the earth .

Question Number: 1

CA CCSS: RI.8.1

Question: Who are the *ancianos*? Write two or three sentences describing the different ways the author remembers them. Use textual evidence to explain your answer.

Sample Answer: In the paragraph before they are first mentioned, Anaya talks about "the old ones" who understood the "web that connects" all forms of life. The *ancianos* are the old ones who came before the author. He says from them "we learned a wise path of life to follow." The author notes that "[t]heir faith shone in their eyes." Their faith was also revealed in their strong grip and by the creases that had been carved by time in their faces.

Question Number: 2

CA CCSS: RI.8.1

Question: What does the author say about the importance of "sharing" among the old ones? Use textual evidence to explain your answer.

Sample Answer: The author notes that "these ancianos from the cultures of the Rio Grande, lived side by side, sharing, growing together." He goes on to describe how they helped each other through the hard times and enjoyed the good times. They had all worked the earth together, as well. By working together, they were able to

survive and also enjoy life.

Question Number: 3

CA CCSS: RI.8.1

Question: What is Anaya's memory of his grandfather's size? Why is this important? Provide textual evidence to describe how the grandfather looked and acted, as the author remembers him.

Sample Answer: The author says his grandfather "stood five feet tall, but to me as a child he was a giant." Anaya notes a number of different things his grandfather said and did that made him seem larger than life. He notes that his grandfather told him, "Know where you stand," as wise advice that would keep him out of danger (like stumbling into an anthill or stepping into more perilous areas). The grandfather also provided reassurance after the tragic death of one of the author's friends: "Death is only this small transformation in life." These few words made the author think of his grandfather as a towering figure. It shows how much Anaya respected him.

Question Number: 4

CA CCSS: L.8.4a, L.8.4b

Question: The Spanish word *pueblo* comes from the Latin root *populus*, meaning "people." Use this information as well as context clues to determine the meaning of **pueblo** as it is used in "A Celebration of Grandfathers." Write your definition of "*pueblo*" here and tell how you found it.

Sample Answer: In the sentence immediately before the sentence in which "pueblo" appears, the author urges readers to think about "the high northern New Mexico villages, or the lonely ranches on the open llano." Village and ranches are places to live, so it is likely that a "pueblo" is another type of place for people to live.

Question Number: 5

CA CCSS: L.8.4a

Question: The Spanish word **adobe** often appears in English. Use context clues to determine the meaning of "*adobe*." Write your definition of "*adobe*" here and tell how you got it.

Sample Answer: The author sees the "neglected adobe washing down into the earth from whence it came." That detail suggests that "adobe" is something that comes from the earth because "whence it came" means "where it came from." The nearby reference to "my grandfather's home, my uncles' ranches" suggests that "adobe" may be some kind of building. These clues indicate that "adobe" is a building made from earth or dirt—perhaps "mud or clay bricks."